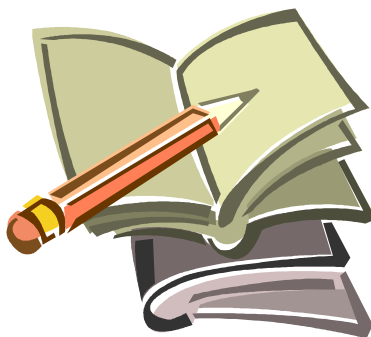




Office of Educational Assessment &
Accountability

Professional Assessment & Accountability Practices for Educators



November 9, 2004

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INTRODUCTION

The Office of Educational Assessment and Accountability (OEAA) operates within the Michigan Department of Education. A primary function of the OEAA is to establish and develop a state assessment system. These assessments include: Michigan Educational Assessment Program (MEAP), MI-Access, and assessing English language learners. This document is intended to establish standards for educators who administer assessments from the Michigan Office of Educational Assessment and Accountability and is to be used for districts and schools in the appropriate and ethical administration of the state assessments. State assessments are an important and required tool used to monitor state, district, school and student achievement. For assessments to yield fair and accurate results, they must be given under standardized conditions.

The Office of Educational Assessment & Accountability develops assessments and establishes ethical practice standards based upon the professional guidelines established by the following:

- *Standards for Educational and Psychological Testing (1999)*
American Educational Research Association (AERA),
American Psychological Association (APA) and National
Council on Measurement in Education (NCME).

- *Code of Fair Testing Practices in Education (1988)* Joint Committee on Testing Practices, AERA, APA and NCME.
- *Code of Professional Responsibilities in Educational Measurement (1995)* NCME.
- *Standards for Teacher Competence in Educational Assessment of Students (1990)* American Federation of Teachers (AFT), NCME, and National Education Association (NEA).

Appropriate assessment preparation activities can promote quality, long-term learning. Good assessment-taking skills and appropriate content learning help ensure the validity of student assessment scores.

The best way to promote appropriate assessment practices is to help teachers and administrators become aware of what is good practice, and what is not.

Questions regarding assessment development, assessment administration and reporting, research, accountability, assessment of students with disabilities, and English language learners should be directed to the Office of Educational Assessment & Accountability:

- E-mail: oeaa@michigan.gov
- Phone: 1-877-560-TEST (8378)
- Fax: 1-517-335-1186

Information regarding programs within the Office of Assessment and Accountability may be accessed through the web at www.michigan.gov/oeaa.

The following individuals participated in working sessions to develop and revise these standards. The Office of Educational Assessment and Accountability staff are grateful for their time and invaluable expertise.

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SECTION 1: ROLES AND RESPONSIBILITIES

District and school professional staff members play a key role in the fair and equitable administration of successful state assessments. Included in this section are designated roles that may be adjusted depending on district size and needs.

These designated roles and responsibilities include:

- District Assessment Coordinator
- Building Assessment Coordinator
- Assessment Administrator
- Assessment Proctor

Handouts of roles and responsibilities are available in Section 9 of this document and are suitable for reproduction and distribution.

DISTRICT ASSESSMENT COORDINATOR

Each district, public school academy and nonpublic school is to designate a District Assessment Coordinator. The District Assessment Coordinator sets the tone of high performance with integrity for the entire district and holds specific responsibilities. The District Assessment Coordinator responsibilities include:

PROFESSIONAL RESPONSIBILITIES BEFORE ASSESSMENT ADMINISTRATION

- Serve as the designated person for the district or ISD/RESA in all communications with OEAA and/or Scoring Services.
- Be aware of appropriate assessment activities and ethical practices at all levels.
- Inform District Superintendent and local Board of Education of state assessment practices document.
- Be aware of assessment preparation guidelines.
- Attend statewide assessment program meetings and apply training to assessments.
- Coordinate the ordering, distribution and security of assessment materials.

- Be a resource to the Building Assessment Administrator in developing and disseminating an assessment plan for the building including: a schedule of days and times; rooms to be used; staff to be involved; accommodations to be provided for; impact on buses, bell schedules, lunches, and other events; and plans for students not being assessed at any given time.
- Review identification and demographic information for accuracy and consistency with other school records.
- Disseminate assessment information contained in correspondence to district and school staff (including administrators, curriculum directors, teachers and counselors), and to students and parents where appropriate.
- Read and become familiar with the information in the Coordinator and Assessment Administrator Manuals.
- Be sure that assessment materials arrive at schools before the assessment period.
- Train Building Assessment Coordinators in appropriate administration practices and ethical standards.
- Store assessment materials in a secure location.
- Organize assessment materials for individual schools in the district.
- Oversee inventory of all assessment materials.
- Direct the accurate completion of student identification information and "School Use Only" sections of answer documents.
- Approve Assessment Administrator qualifications.
- Ensure that Building Assessment Coordinators know the procedure for the return of materials after assessments are completed.

PROFESSIONAL RESPONSIBILITIES DURING ASSESSMENT ADMINISTRATION

- Monitor at least a sample of assessment administrations.
- Answer questions from the Building Assessment Coordinators and Assessment Administrators that might arise during the assessment administration.
- Report any assessment irregularities and administration procedural errors to the OEAA. Immediately contact the OEAA office at the number provided in the Administration Manuals with detailed information and steps taken.

PROFESSIONAL RESPONSIBILITIES AFTER ASSESSMENT ADMINISTRATION

- Assist Building Assessment Coordinators with any assessment administration issues such as invalidation of assessments and special codes/accommodations.
- Ensure that answer documents have been completed and filled in correctly.
- Consolidate and assemble all assessment materials after assessment administration according to procedures specified.
- Arrange for assessment materials to be returned to the appropriate scoring service by the required deadlines.
- Complete Assessment Security Compliance Form as provided and return to the appropriate scoring service with used answer documents.

BUILDING ASSESSMENT COORDINATOR

Each school building that is involved in administering assessments (including adult and alternative education programs) should have a Building Assessment Coordinator. The Building Assessment Coordinator has a key role in setting the tone of high performance with integrity for the building and holds specific responsibilities. The Building Assessment Coordinator responsibilities include:

PROFESSIONAL RESPONSIBILITIES BEFORE ASSESSMENT ADMINISTRATION

- Serve as the building contact person between the school and the District Assessment Coordinator.
- Attend training conducted by the District Assessment Coordinator and apply procedures appropriate to the specific assessment.
- Read and become familiar with the information in the Assessment Administrator Manual.
- Develop and disseminate an assessment plan for the building including: a schedule of days and times; rooms to be used; staff to be involved; accommodations to be provided for; impact on buses, bell schedules, lunches, and other events; and plans for students not being assessed at any given time.
- Train the Assessment Administrators and Proctors on administrative procedures and ethical practices.
- Provide student ethical and unethical assessment practices information to students, assessment administrators, proctors, teachers, and parents.
- Conduct an inventory of assessment materials received from the District Assessment Coordinator.
- Ensure assessment materials are kept in a secure location.

- Ensure that all rooms used for assessments have been cleared of any information such as charts, maps, tables, etc. that are directly related to the Benchmarks and Grade Level Content Expectations or other displayed items that could provide assistance to students during the assessments.
- Assemble and distribute assessment materials to Assessment Administrators.
- Ensure that assessment materials that are allowed by the state assessments are made available to students.
- Assist in making Assessment Administrators aware of any assessment accommodations prescribed in Individualized Education Program (IEP), 504 Plans, and English language learners.
- Have a plan for students who finish early or who require extra time.
- Reinforce to Assessment Administrators and Assessment Proctors the prohibited use of electronic communication or information storage devices (i.e. pagers, cell phones, PDAs).

PROFESSIONAL RESPONSIBILITIES DURING ASSESSMENT ADMINISTRATION

- Ensure that each room used for assessments has an Assessment Administrator and an Assessment Proctor, if needed, present at all times.
- Ensure that assessment materials are kept secure in a designated location within the school between assessment sessions until all materials are returned to the District Assessment Coordinator.
- Monitor assessment administration sessions to ensure the security and accountability of all secure materials and that appropriate assessment procedures are being followed.
- Report and document any assessment irregularities or administrative procedural errors to the District Assessment Coordinator immediately.

PROFESSIONAL RESPONSIBILITIES AFTER ASSESSMENT ADMINISTRATION

- Collect and conduct an inventory of assessment materials after the assessment.
- Ensure that answer documents have been completed and filled in correctly.
- Ensure the return documents (i.e. MEAP Answer Folder Return Form or MI-Access District Identification Sheet, etc.) have been completed correctly.
- Prepare all assessment materials for return to the District Assessment Coordinator.
- Return assessment materials to the District Assessment Coordinator consistent with required timelines.
- Notify the District Assessment Coordinator of any missing materials.
- Report and document any incidents that have not been previously reported that deviate from proper administrative procedures.
- Complete Assessment Security Compliance Form found in the Assessment Administrator Manual and submit form and include all signed Assessment Administrator and Assessment Proctor Assessment Security Compliance Forms to the District Assessment Coordinator.

ASSESSMENT ADMINISTRATOR

Assessment Administrators meet at least one of the following criteria:

1. an employee of the district who is certified;
2. a substitute teacher who is certified and employed by the district on an as needed basis;
3. someone who was a certified teacher but has allowed the teaching certificate to expire due to retirement or change of career and has been approved by the District Assessment Coordinator as a qualified assessment administrator;

The Assessment Administrator sets the tone of high performance with integrity in the assessment room and holds specific responsibilities. The Assessment Administrator's responsibilities include:

PROFESSIONAL RESPONSIBILITIES BEFORE ASSESSMENT ADMINISTRATION

- Attend training by the District Assessment Coordinator and/or Building Assessment Coordinator.
- Read the Assessment Administrator Manual prior to assessments.
- Ensure that all rooms used for assessments have been cleared of any information such as charts, maps, tables, etc. that are directly related to the Benchmarks and Grade Level Content Expectations or other displayed items that could provide assistance to students during the assessments.
- Ensure the assessment room has an adequate amount of district supplied materials (i.e. pencils, dictionaries, thesaurus, etc.).
- Know assessment security procedures and be prepared to follow them before, during, and after each assessment session.
- Have a plan for students who finish assessments early or who require extra time.
- Have an implementation plan for students in need of accommodations as prescribed in Individualized Education Programs (IEP), 504 Plans, or English language learners.

PROFESSIONAL RESPONSIBILITIES DURING ASSESSMENT ADMINISTRATION

- Distribute all materials to students. Check for appropriate assessment booklets and answer documents.
- Remind students to turn off all electronic communication devices (cell phones, pagers, PDAs, etc.) and store out of sight.
- Administer the assessments according to the Assessment Administration Manual.
- Read directions **exactly as they appear** in the administration manual to students. Answer questions about assessment directions as described in the administration manuals.
- Monitor the assessment sessions by moving throughout the assessment room.
- Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
- Ensure that the assessment room is quiet during the entire assessment administration.
- Remain in the assessment room at all times unless replaced by another trained staff member.
- Report any incidents of deviations in assessment administration or questionable student behavior to the Building Assessment Coordinator for early and fair resolution of any concerns.
- Ensure that students not be allowed to leave the assessment room unless extenuating circumstances are present. If a student must leave, Assessment Administrators must collect the assessment booklet and answer document and return them to the student upon his/her return. Only one student may leave the room at a time.

PROFESSIONAL RESPONSIBILITIES AFTER ASSESSMENT ADMINISTRATION

- Collect assessment materials and account for **all** assessment materials regardless of perceived student effort.
- Ensure that answer documents have correct student identification completed and filled in correctly.
- Deliver assessment materials in person to the Building Assessment Coordinator at the end of each assessment administration.
- Report any potential assessment irregularity or administrative procedural error to the Building Assessment Coordinator.
- Complete Assessment Security Compliance Form found in the Assessment Administration Manual and submit to the Building Assessment Coordinator.

ASSESSMENT PROCTOR

As a general rule, students do best when assessed in the normal classroom environment. If larger groups must be assessed, appropriate allocation of staff will maximize student success. Depending on the number of students in each room, trained proctors may be assigned to assist the Assessment Administrator. It is recommended that a proctor be assigned for any group beyond a reasonable classroom size of 25 to 35 students.

An Assessment Proctor can be a teacher's aide, paraprofessional, or other paid district or school personnel. If volunteers must be used, they should be trained with appropriate testing procedures; family of students in the assessment group should not be used as proctors.

Assessment proctors who are used in the capacity of providing assessment accommodations to students must be thoroughly trained in providing the accommodations prior to the assessment.

The Assessment Proctor assists in setting the tone of high performance with integrity in the assessment room and holds specific responsibilities. The Assessment Proctor's responsibilities include:

PROFESSIONAL RESPONSIBILITIES BEFORE ASSESSMENT ADMINISTRATION

- Participate in assessment administration training.
- Ensure that all rooms used for assessments have been cleared of any information such as charts, maps, tables, etc. that are directly related to the Benchmarks and Grade Level Content Expectations. If necessary, these items may be covered during testing.

PROFESSIONAL RESPONSIBILITIES DURING ASSESSMENT ADMINISTRATION

- Assist the Assessment Administrator in monitoring the prohibition of electronic communication and information storage devices (cell phones, pagers, PDAs, etc.).
- Assist the Assessment Administrator in distributing assessment materials.
- Observe students and monitor those who have been given permission to temporarily leave the assessment room.
- Monitor the assessment sessions by walking around the room to make sure students are working independently on the assessment.
- Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
- Remain in the assessment room at all times unless replaced by another trained staff member.
- Ensure the assessment room is quiet during the entire assessment administration.
- Report any questionable or unusual activity to the Assessment Administrator immediately.
- Accompany students who are being directed to an alternate assessment room to complete assessments.

- Provide accommodations as prescribed in Individualized Education Program (IEP), 504 Plans, and English language learners.

PROFESSIONAL RESPONSIBILITIES AFTER ASSESSMENT ADMINISTRATION

- Assist the Assessment Administrator in collecting and accounting for all assessment materials.
- Ensure that answer documents have been completed and filled in correctly.
- Complete Assessment Security Compliance Form and submit form to the Building Assessment Coordinator.

SECTION 2: ASSESSMENT SECURITY

The purpose of the Office of Educational Assessment and Accountability assessments is to accurately measure student achievement in a standardized environment. To accomplish this purpose, school personnel administering the assessments play a crucial role. All who assist in conducting the assessments can minimize problems that interfere with assessing students fairly by addressing the following guidelines.

Appropriate and Ethical Assessment Security Practices

School personnel **will**:

- Keep assessment materials in a locked and secure location before, during and after assessments. Restrict access to this area and keep track of who accesses these materials.
- Inform all personnel involved in assessment administration of the importance of maintaining strict assessment security and the potential implications of assessment security breaches.
- Limit access to assessment materials to those directly involved in each of the assessments.
- Account for all assessment materials before, during, and after each assessment session.
- Return answer documents, assessment booklets, and other secure assessment materials within the designated timelines.
- Contact the OEAA with assessment security concerns immediately.
- Report assessment security breaches to the OEAA immediately.
- Refrain from examining actual assessment items or discussing the assessment items with colleagues.
- Provide accommodation as prescribed for students with Individualized Education Programs, 504 plans, or English language learners.

Inappropriate and Unethical Assessment Security Practices

School personnel **will not**:

- Give students access to assessment questions or prompts prior to assessments.
- Review actual assessment items before or during the assessment administration unless this is required to administer the assessment with an approved accommodation for students with disabilities or English language learners and only consistent with the assessment administration manual. Reviewing assessment items after the assessment is prohibited.
- Leave an assessment room unsupervised at any time.
- Leave secure assessment materials unattended at any time they are not in locked storage.
- Permit the use of any supplemental or reference materials that are not specifically allowed.
- Copy, reproduce, or use in any manner inconsistent with assessment security measures all or any portion of secure assessment booklets or answer documents.
- Make assessment answers available to students.
- Fail to follow guidelines for distribution and return of secure materials as directed, or fail to account for all secure assessment materials before, during, and after assessments.
- Use or handle the secure assessment booklets and answer documents for any purpose other than assessments.
- Read student responses after assessments or attempt to hand-score student responses to any subtest.
- Participate in, direct, aid, counsel, assist, encourage, ignore, or fail to report prohibited acts.
- Fail to follow administration directions for the assessment precisely.

- Disclose the contents of any portion of secure materials or discuss the contents of secure assessments with students, parents, teachers, other educators, or community members before, during, or after assessments.

The Michigan Office of Educational Assessment and Accountability has the responsibility to observe assessment administration activities with or without prior notice.

SECTION 3: ASSESSMENT PREPARATION

Assessment preparation activities for students should have two goals: 1) ensure that all students have the opportunity to learn in accordance with the teaching and learning standards and the content domain of the Benchmarks and Grade Level Content Expectations in a manner that promotes long-term growth and retention of the materials and ideas covered, and 2) give all students the opportunity to become familiar with the types of formats used on the assessments (writing prompts, multiple-choice questions, rubrics, and extended-response questions).

The Office of Educational Assessment and Accountability does not encourage school staff to buy, develop, or promote the use of extensive assessment practice materials that closely parallel the state assessments.

Appropriate and Ethical Assessment Preparation

School personnel **should**:

- Use the Benchmarks and Grade Level Content Expectations as a resource for curriculum development, instruction, and classroom assessment.
- Incorporate all subject area objectives in the local curriculum throughout the year including, but not limited to, the objectives of the state assessments.
- Communicate to students, parents, and the public what the state assessments do and don't do, when and how the assessments will be administered, and how the results will be appropriately used.
- Integrate and teach assessment-taking skills in regular classroom instruction and assessment, and create a positive assessment-taking environment.
- Read and discuss the Assessment Administration Manual with colleagues.
- After a brief review of the previous grade's curriculum, move on to advance students' learning by teaching the curriculum to the current grade level.

School personnel **may**:

- Review skills, strategies, and concepts previously taught.
- Use any released documents and materials prepared by the Office of Educational Assessment and Accountability and the Michigan Department of Education.
- Continue to use independent, external tests (such as North West Evaluation Association (NWEA), Iowa Test of Basic Skills (ITBS), Terra Nova, etc.) that are already in place in the school for pre- and post-testing, placement, North Central benchmark data or a similar purpose.

Inappropriate and Unethical Assessment Preparation

School personnel **will not**:

- Use secure or unreleased assessment questions or questions that are similar or altered versions of secure or unreleased assessment questions for the purpose of practice or instruction.
- Reveal, copy or reproduce state assessments, assessment questions, or student responses.
- Intentionally give students reading or writing assignments on the same themes or topics as those on the state assessments.
- Sacrifice significant instructional time by devoting large amounts of instructional time to commercially or locally prepared programs or drill-type assessment preparations.
- Use assessments of the same content as the state assessments 10 (ten) school days prior to the beginning of the state assessment window.

SECTION 4: ASSESSMENT ADMINISTRATION

For all students to be assessed in a fair and consistent manner, the assessments must be administered uniformly.

Appropriate and Ethical Assessment Administration

School personnel **will**:

- Provide training for staff in appropriate assessment preparation and assessment administration procedures.
- Provide staff training in correct use of assessment accommodations.
- Closely supervise assessment materials.
- Become familiar with appropriate assessment administration manual for your designated role prior to assessments.
- Without comment or conversation regarding the contents of the assessments, begin standardized assessment administration procedures immediately upon opening the package of assessments.
- Read oral instructions to the students in the Assessment Administration Manual verbatim.
- Appropriately time each section of the assessments as described in the Assessment Administration Manual.
- Monitor student behavior closely for adherence to proper administrative practices.
- Direct students to erase any stray marks and darken any faint bubbles prior to handing in their completed assessments.

Inappropriate and Unethical Assessment Administration

School personnel **will not**:

- Coach students, edit their work, respond to their questions or give them clues in any way during assessments that would guide a student to a correct answer or aid a student in responding to any question. Assessment Administrators and Assessment Proctors should simply encourage students to do their best.
- Coach students during the assessment, or alter or interfere with students' responses, such as making statement to students regarding the accuracy of responses, defining words, giving students hints, clues, or altering or editing student responses.
- Alter a student response including but not limited to: darkening, rewriting, correcting, editing, or erasing, including erasure of one or more multiple responses a student has given to a multiple-choice question.
- Transfer student answers to the individual student answer document unless prescribed in an IEP or 504 Plan and in accordance with established state accommodation and assessment administration guidelines.
- Exclude eligible students from taking the assessment.
- Schedule a break from the assessment during administration of any individual session of the assessment. Breaks are to occur at the conclusion of an individual assessment session.
- Suggest or engage in a practice that allows a student to retrieve an answer document after completing an assessment, or allows a student to complete, revise, delete, correct, or alter a response to previously completed sections of a state assessment.
- Fail to return the answer document for each student who took the assessment regardless of the student's perceived effort.
- Fail to return all assessment booklets.

Inappropriate and Unethical Assessment Administration (continued)

- Allow scrap or extra paper of any kind during assessments unless specified in the assessment administration manual, including district-written or publisher's graphic organizers, outlines, word lists, etc.
- Allow the use of electronic communication devices or prohibited calculators. Please refer to the Assessment Administration Manual for list of prohibited materials.

SECTION 5: STUDENT UNETHICAL PRACTICES AND USE OF ANSWER DOCUMENT “UNETHICAL PRACTICES” BUBBLE

The “Unethical Practice” bubble on student answer documents is to be used to identify students who engage in an unethical practice. School personnel should review this section prior to administering the assessments. Students should also be informed of appropriate assessment practices. Students should also be made aware of unethical assessment practices and the potential consequences.

Inappropriate and Unethical student assessment practices include:

- Communicate or collaborate in any manner with another student. This includes written, electronic, verbal, or gestured forms of communication.
- Copy another student's answers, or request or accept any help from another person.
- Use any material or equipment that is not expressly permitted by the assessment administration manual.
- Answer an assessment question or any part of an assessment for another student, or provide assistance to another student before or while that student is taking a state assessment.
- Return to previously administered sections of the assessment after an assessment session is complete.
- Use a prohibited calculator, communication or information storage device (i.e. pager, cell phone, PDA, etc.)
- Engage in any other practice that has the intent of artificially affecting the student's score or the score of another student.

All reasonable attempts should be made to redirect students with questionable activity. If the Assessment Administrator (or Assessment Proctor) observes a student who appears to be engaged in one or more of the unethical practices, the Assessment Administrator should allow the suspected student(s) to finish the assessment and code the student's

answer document by filling in the "Unethical Practice" bubble. The Assessment Administrator is to immediately notify the Building Assessment Coordinator of the suspected prohibited practice. The building principal is to then be notified of the suspected prohibited practice. An immediate preliminary investigation with appropriate documentation is to be conducted to determine if an unethical practice occurred. The District Assessment Coordinator can be a valuable resource in the preliminary investigation and should be notified about any unethical practice(s).

The principal is to notify the student and his or her parent or guardian of the alleged prohibited practice and provide them with a chance to respond.

If the principal determines that the student has not engaged in a prohibited practice, as reported, and notifies the OEAA in writing within 20 school days of the last day of the assessment cycle the assessment score(s) will not be invalidated, the OEAA will restore the affected score(s). If the principal does not notify the OEAA within the 20 school days, the score(s) will remain invalidated and the results will not be used for Merit Award purposes. Adequately Yearly Progress (AYP) requires the use of a valid assessment score. A student without a valid assessment score will be considered "not tested" for AYP purposes.

SECTION 6: PROCEDURES FOR RESPONDING TO SUSPECTED ASSESSMENT IRREGULARITIES & UNETHICAL PRACTICES

Identifying and investigating possible assessment irregularities and/or ethical violations involves a variety of data sources. These include self-reports of assessment irregularities, allegations/complaints related to possible irregularities, and results of analyses and reports designed to identify irregularities including scoring alerts.

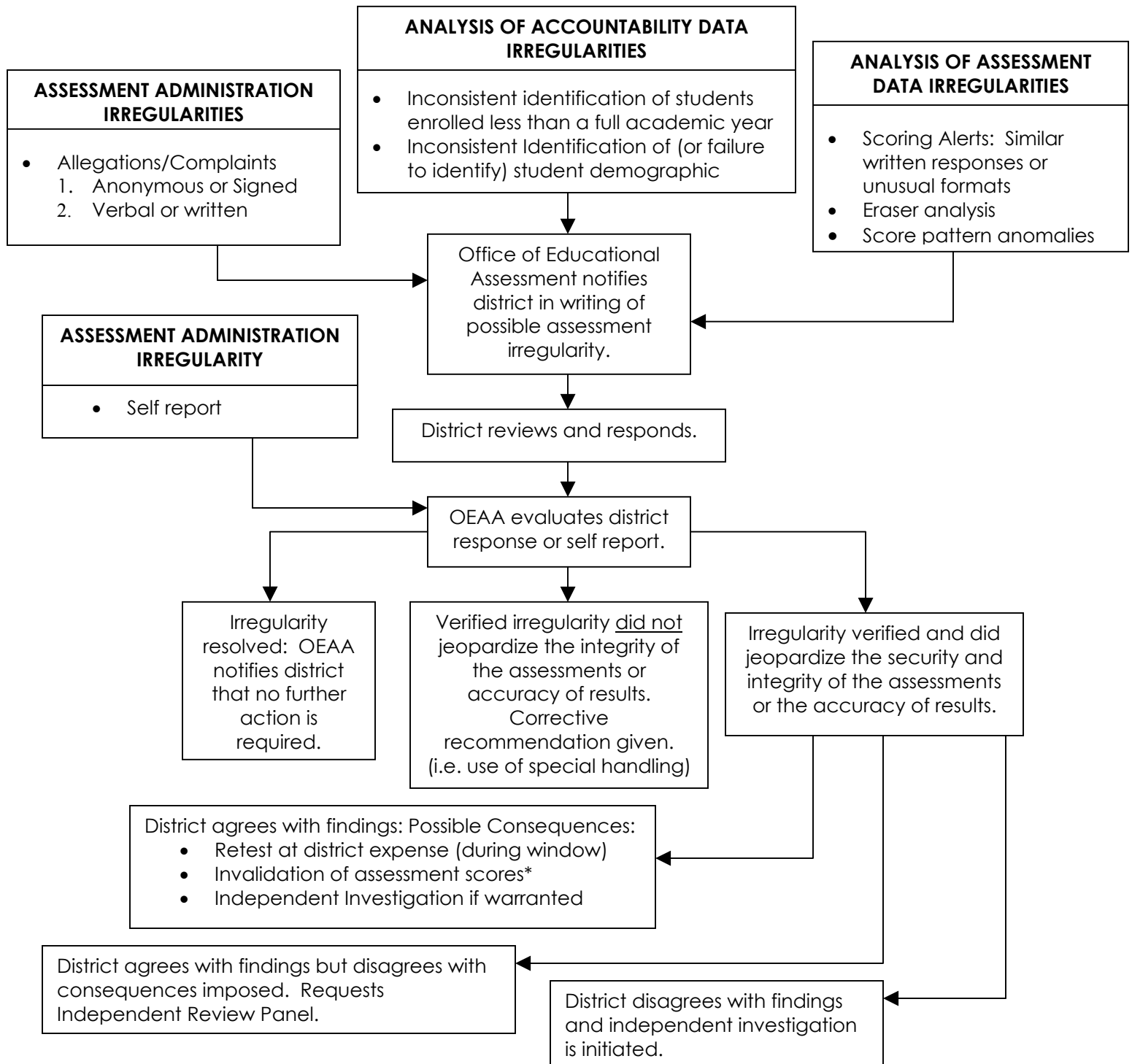
The flowchart within this section illustrates the sources of data and the procedure used in notifying districts of possible assessment irregularities, in determining whether each assessment irregularity is resolved or verified, and in notifying the school district of any verified assessment irregularities.

The procedures for handling assessment irregularities are the same for all students and assessment cycles. The OEAA will notify the school district in writing when a possible assessment irregularity has been identified. Within a specified timeframe following a reported potential irregularity, the district will submit a written report to the OEAA.

The OEAA will evaluate the district response to determine whether the possible assessment irregularity has been resolved or the assessment irregularity has been verified. If the possible assessment irregularity has been resolved, the OEAA will notify the district that no further action is required. If an assessment irregularity has been verified, the OEAA will notify the district of appropriate action and follow-up, including consequences or corrective action needs. If a determination cannot be made without additional data, the OEAA will notify the district of investigation and due process procedures.

After an allegation or investigation begins, all communications among the school district, the Office of Assessment and Accountability and OEAA appointed representatives are confidential and shall not be disclosed except as provided by law. During reviews and investigation, the OEAA, the school district and appointed OEAA representatives shall conduct themselves in such a way as to ensure that the rights of students, school district officials and employees are protected, and that all procedures are conducted in a fair and objective manner.

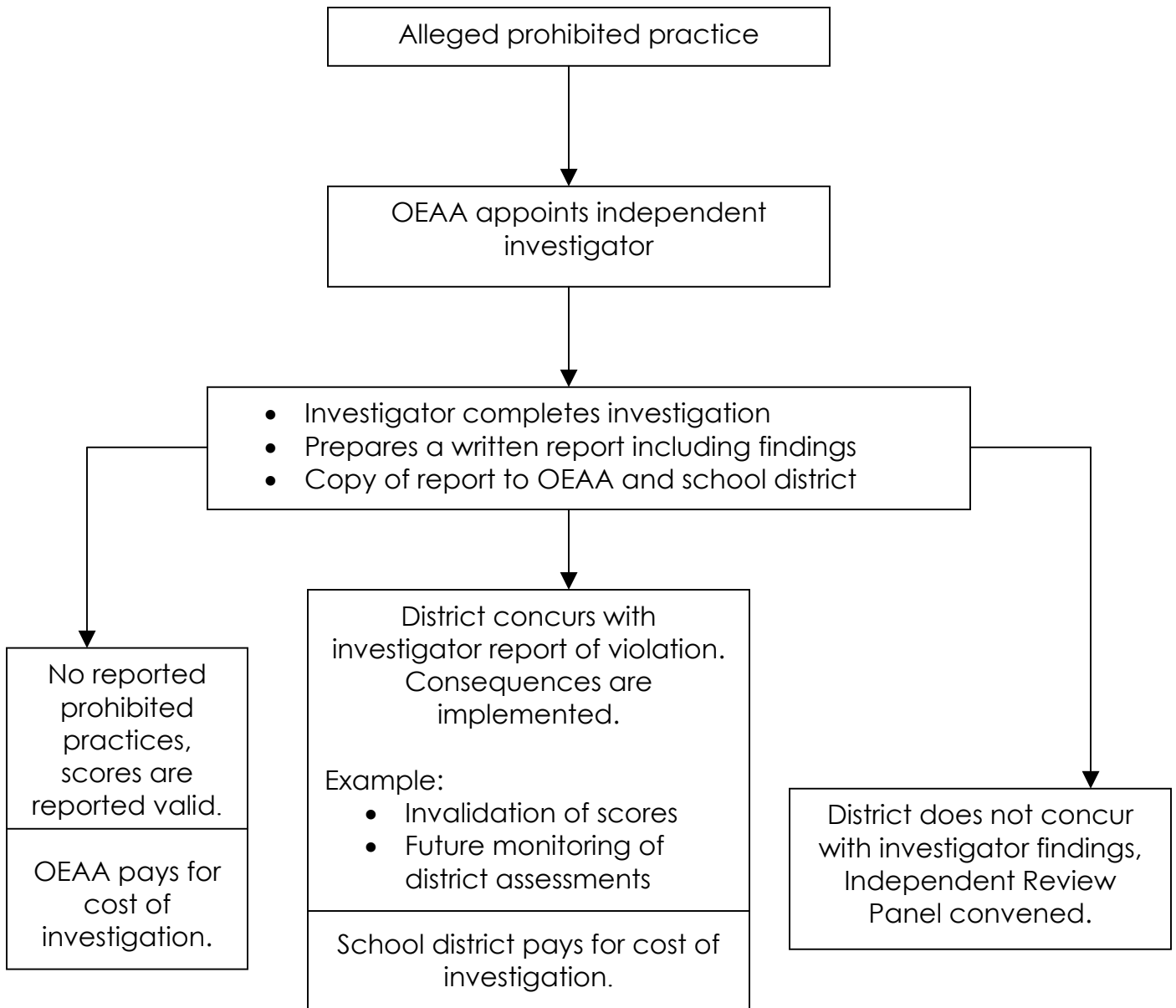
SECTION 6: PROCEDURES FOR RESPONDING TO SUSPECTED ASSESSMENT IRREGULARITIES & UNETHICAL PRACTICES (continued)



*Adequately Yearly Progress (AYP) requires the use of valid assessment scores. A student without a valid assessment score will be considered "not tested" for AYP purposes.

SECTION 7: INDEPENDENT INVESTIGATION

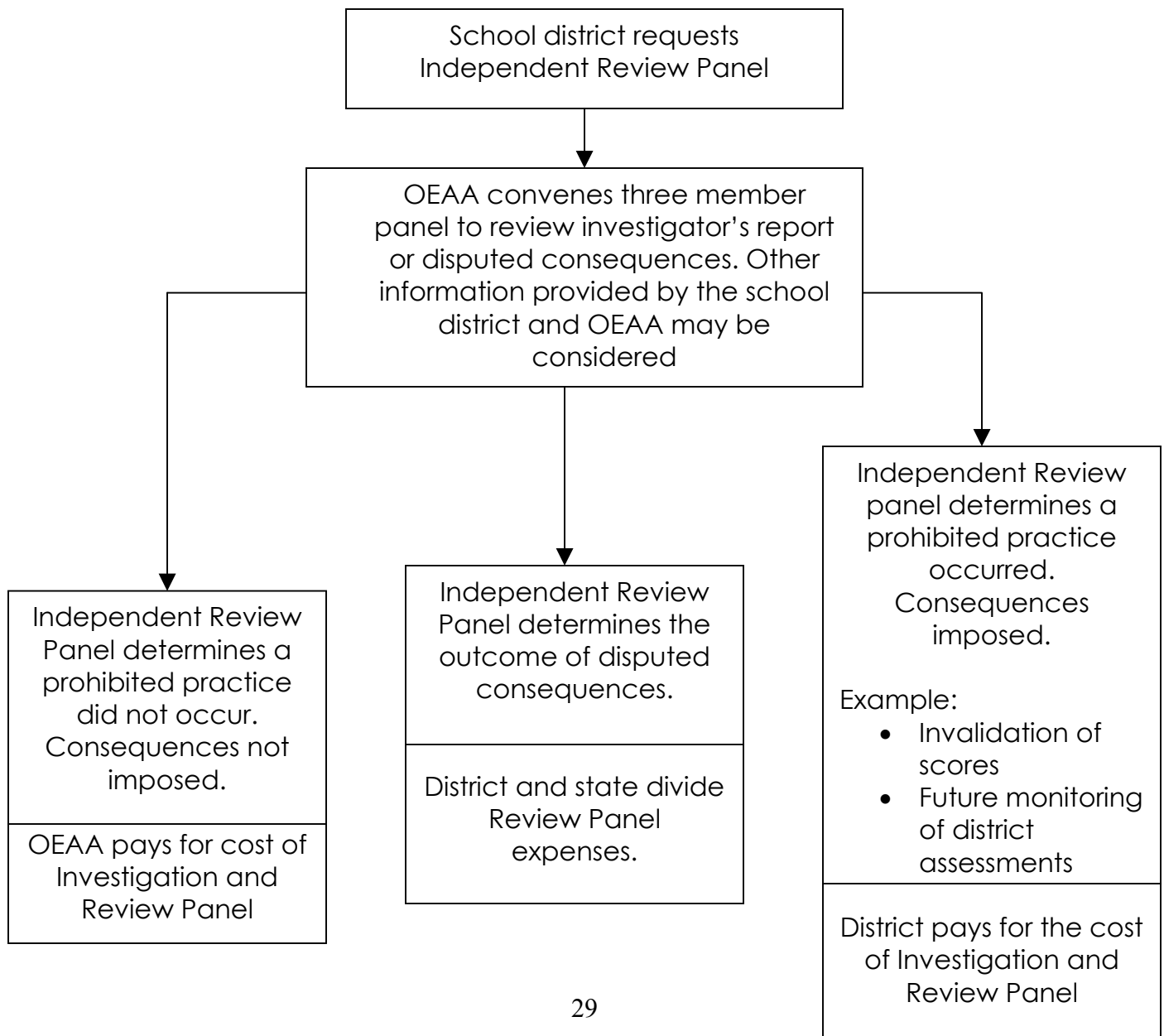
Integrity of the assessment results plays an important role in school accountability. On occasion it may be necessary for an independent investigation to be conducted in the event of a potential large scale assessment irregularity, ethical violation or assessment irregularity resolution in a school or district.



SECTION 8: INDEPENDENT REVIEW PANEL

In the event the school district does not agree with the independent investigator's findings, the OEAA will convene an Independent Review Panel to conduct a review to determine whether a prohibited practice occurred.

The panel shall consist of three (3) members to be appointed by the OEAA. A panel member shall not be a current or former employee or board member of the school district. Panel members will consist of individuals familiar with assessments and proper assessment practices. Panel members shall not be paid for their services, but may be reimbursed for their reasonable travel expenses.



SECTION 9: ROLES AND RESPONSIBILITIES

The following are provided for duplication and distribution.



Office of Educational Assessment & Accountability Roles and Responsibilities

The following contains suggestions for the division of responsibilities of school district personnel involved in testing. Responsibilities should be tailored to match the size and organization of the district and the schools.

DISTRICT ASSESSMENT COORDINATOR

Each district, public school academy and nonpublic school is to designate a District Assessment Coordinator. The District Assessment Coordinator sets the tone of high performance with integrity for the entire district and holds specific responsibilities. The District Assessment Coordinator responsibilities include:

PROFESSIONAL RESPONSIBILITIES BEFORE ASSESSMENT ADMINISTRATION

- Serve as the designated person for the district or ISD/RESA in all communications with OEAA and/or Scoring Services.
- Be aware of appropriate assessment activities and ethical practices at all levels.
- Inform District Superintendent and local Board of Education of state assessment practices document.
- Be aware of assessment preparation guidelines.
- Attend statewide assessment program meetings and apply training to assessments.
- Coordinate the ordering, distribution and security of assessment materials.
- Be a resource to the Building Assessment Administrator in developing and disseminating an assessment plan for the building including: a schedule of days and times; rooms to be used; staff to be involved; accommodations to be provided for; impact on buses,

bell schedules, lunches, and other events; and plans for students not being assessed at any given time.

- Review identification and demographic information for accuracy and consistency with other school records.
- Disseminate assessment information contained in correspondence to district and school staff (including administrators, curriculum directors, teachers and counselors), and to students and parents where appropriate.
- Read and become familiar with the information in the Coordinator and Assessment Administrator Manuals.
- Be sure that assessment materials arrive at schools before the assessment period.
- Train Building Assessment Coordinators in appropriate administration practices and ethical standards.
- Store assessment materials in a secure location.
- Organize assessment materials for individual schools in the district.
- Oversee inventory of all assessment materials.
- Direct the accurate completion of student identification information and "School Use Only" sections of answer documents.
- Approve Assessment Administrator qualifications.
- Ensure that Building Assessment Coordinators know the procedure for the return of materials after assessments are completed.

PROFESSIONAL RESPONSIBILITIES DURING ASSESSMENT ADMINISTRATION

- Monitor at least a sample of assessment administrations.
- Answer questions from the Building Assessment Coordinators and Assessment Administrators that might arise during the assessment administration.

- Report any assessment irregularities and administration procedural errors to the OEAA. Immediately contact the OEAA office at the number provided in the Administration Manuals with detailed information and steps taken.

PROFESSIONAL RESPONSIBILITIES AFTER ASSESSMENT ADMINISTRATION

- Assist Building Assessment Coordinators with any assessment administration issues such as invalidation of assessments and special codes/accommodations.
- Ensure that answer documents have been completed and filled in correctly.
- Consolidate and assemble all assessment materials after assessment administration according to procedures specified.
- Arrange for assessment materials to be returned to the appropriate scoring service by the required deadlines.
- Complete Assessment Security Compliance Form as provided and return to the appropriate scoring service with used answer documents.



BUILDING ASSESSMENT COORDINATOR

Each school building that is involved in administering assessments (including adult and alternative education programs) should have a Building Assessment Coordinator. The Building Assessment Coordinator has a key role in setting the tone of high performance with integrity for the building and holds specific responsibilities. The Building Assessment Coordinator responsibilities include:

PROFESSIONAL RESPONSIBILITIES BEFORE ASSESSMENT ADMINISTRATION

- Serve as the building contact person between the school and the District Assessment Coordinator.
- Attend training conducted by the District Assessment Coordinator and apply procedures appropriate to the specific assessment.
- Read and become familiar with the information in the Assessment Administrator Manual.
- Develop and disseminate an assessment plan for the building including: a schedule of days and times; rooms to be used; staff to be involved; accommodations to be provided for; impact on buses, bell schedules, lunches, and other events; and plans for students not being assessed at any given time.
- Train the Assessment Administrators and Proctors on administrative procedures and ethical practices.
- Provide student ethical and unethical assessment practices information to students, assessment administrators, proctors, teachers, and parents.
- Conduct an inventory of assessment materials received from the District Assessment Coordinator.
- Ensure assessment materials are kept in a secure location.

- Ensure that all rooms used for assessments have been cleared of any information such as charts, maps, tables, etc. that are directly related to the Benchmarks and Grade Level Content Expectations or other displayed items that could provide assistance to students during the assessments.
- Assemble and distribute assessment materials to Assessment Administrators.
- Ensure that assessment materials that are allowed by the state assessments are made available to students.
- Assist in making Assessment Administrators aware of any assessment accommodations prescribed in Individualized Education Program (IEP), 504 Plans, and English language learners.
- Have a plan for students who finish early or who require extra time.
- Reinforce to Assessment Administrators and Assessment Proctors the prohibited use of electronic communication or information storage devices (i.e. pagers, cell phones, PDAs).

PROFESSIONAL RESPONSIBILITIES DURING ASSESSMENT ADMINISTRATION

- Ensure that each room used for assessments has an Assessment Administrator and an Assessment Proctor, if needed, present at all times.
- Ensure that assessment materials are kept secure in a designated location within the school between assessment sessions until all materials are returned to the District Assessment Coordinator.
- Monitor assessment administration sessions to ensure the security and accountability of all secure materials and that appropriate assessment procedures are being followed.
- Report and document any assessment irregularities or administrative procedural errors to the District Assessment Coordinator immediately.

PROFESSIONAL RESPONSIBILITIES AFTER ASSESSMENT ADMINISTRATION

- Collect and conduct an inventory of assessment materials after the assessment.
- Ensure that answer documents have been completed and filled in correctly.
- Ensure the return documents (i.e. MEAP Answer Folder Return Form or MI-Access District Identification Sheet, etc.) have been completed correctly.
- Prepare all assessment materials for return to the District Assessment Coordinator.
- Return assessment materials to the District Assessment Coordinator consistent with required timelines.
- Notify the District Assessment Coordinator of any missing materials.
- Report and document any incidents that have not been previously reported that deviate from proper administrative procedures.
- Complete Assessment Security Compliance Form found in the Assessment Administrator Manual and submit form and include all signed Assessment Administrator and Assessment Proctor Assessment Security Compliance Forms to the District Assessment Coordinator.



ASSESSMENT ADMINISTRATOR

Assessment Administrators meet at least one of the following criteria:

1. an employee of the district who is certified;
2. a substitute teacher who is certified and employed by the district on an as needed basis;
3. someone who was a certified teacher but has allowed the teaching certificate to expire due to retirement or change of career and has been approved by the District Assessment Coordinator as a qualified assessment administrator;

The Assessment Administrator sets the tone of high performance with integrity in the assessment room and holds specific responsibilities. The Assessment Administrator's responsibilities include:

PROFESSIONAL RESPONSIBILITIES BEFORE ASSESSMENT ADMINISTRATION

- Attend training by the District Assessment Coordinator and/or Building Assessment Coordinator.
- Read the Assessment Administrator Manual prior to assessments.
- Ensure that all rooms used for assessments have been cleared of any information such as charts, maps, tables, etc. that are directly related to the Benchmarks and Grade Level Content Expectations or other displayed items that could provide assistance to students during the assessments.
- Ensure the assessment room has an adequate amount of district supplied materials (i.e. pencils, dictionaries, thesaurus, etc.).
- Know assessment security procedures and be prepared to follow them before, during, and after each assessment session.
- Have a plan for students who finish assessments early or who require extra time.

- Have an implementation plan for students in need of accommodations as prescribed in Individualized Education Programs (IEP), 504 Plans, or English language learners.

PROFESSIONAL RESPONSIBILITIES DURING ASSESSMENT ADMINISTRATION

- Distribute all materials to students. Check for appropriate assessment booklets and answer documents.
- Remind students to turn off all electronic communication devices (cell phones, pagers, PDAs, etc.) and store out of sight.
- Administer the assessments according to the Assessment Administration Manual.
- Read directions **exactly as they appear** in the administration manual to students. Answer questions about assessment directions as described in the administration manuals.
- Monitor the assessment sessions by moving throughout the assessment room.
- Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
- Ensure that the assessment room is quiet during the entire assessment administration.
- Remain in the assessment room at all times unless replaced by another trained staff member.
- Report any incidents of deviations in assessment administration or questionable student behavior to the Building Assessment Coordinator for early and fair resolution of any concerns.
- Ensure that students not be allowed to leave the assessment room unless extenuating circumstances are present. If a student must leave, Assessment Administrators must collect the assessment booklet and answer document and return them to the student

upon his/her return. Only one student may leave the room at a time.

PROFESSIONAL RESPONSIBILITIES AFTER ASSESSMENT ADMINISTRATION

- Collect assessment materials and account for **all** assessment materials regardless of perceived student effort.
- Ensure that answer documents have correct student identification completed and filled in correctly.
- Deliver assessment materials in person to the Building Assessment Coordinator at the end of each assessment administration.
- Report any potential assessment irregularity or administrative procedural error to the Building Assessment Coordinator.
- Complete Assessment Security Compliance Form found in the Assessment Administration Manual and submit to the Building Assessment Coordinator.



ASSESSMENT PROCTOR

As a general rule, students do best when assessed in the normal classroom environment. If larger groups must be assessed, appropriate allocation of staff will maximize student success. Depending on the number of students in each room, trained proctors may be assigned to assist the Assessment Administrator. It is recommended that a proctor be assigned for any group beyond a reasonable classroom size of 25 to 35 students.

An Assessment Proctor can be a teacher's aide, paraprofessional, or other paid district or school personnel. If volunteers must be used, they should be trained with appropriate testing procedures; family of students in the assessment group should not be used as proctors.

Assessment proctors who are used in the capacity of providing assessment accommodations to students must be thoroughly trained in providing the accommodations prior to the assessment.

The Assessment Proctor assists in setting the tone of high performance with integrity in the assessment room and holds specific responsibilities. The Assessment Proctor's responsibilities include:

PROFESSIONAL RESPONSIBILITIES BEFORE ASSESSMENT ADMINISTRATION

- Participate in assessment administration training.
- Ensure that all rooms used for assessments have been cleared of any information such as charts, maps, tables, etc. that are directly related to the Benchmarks and Grade Level Content Expectations. If necessary, these items may be covered during testing.

PROFESSIONAL RESPONSIBILITIES DURING ASSESSMENT ADMINISTRATION

- Assist the Assessment Administrator in monitoring the prohibition of electronic communication and information storage devices (cell phones, pagers, PDAs, etc.).

- Assist the Assessment Administrator in distributing assessment materials.
- Observe students and monitor those who have been given permission to temporarily leave the assessment room.
- Monitor the assessment sessions by walking around the room to make sure students are working independently on the assessment.
- Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
- Remain in the assessment room at all times unless replaced by another trained staff member.
- Ensure the assessment room is quiet during the entire assessment administration.
- Report any questionable or unusual activity to the Assessment Administrator immediately.
- Accompany students who are being directed to an alternate assessment room to complete assessments.
- Provide accommodations as prescribed in Individualized Education Program (IEP), 504 Plans, and English language learners.

PROFESSIONAL RESPONSIBILITIES AFTER ASSESSMENT ADMINISTRATION

- Assist the Assessment Administrator in collecting and accounting for all assessment materials.
- Ensure that answer documents have been completed and filled in correctly.
- Complete Assessment Security Compliance Form and submit form to the Building Assessment Coordinator.

STUDENT

In order for state assessments to accurately reflect what a student knows and can do, the student has the following responsibilities:

Appropriate and Ethical:

- Do your best on the state assessments.
- Listen and adhere to assessment directions.
- Respect other students during the assessment.

Inappropriate and Unethical:

You must not:

- Communicate or collaborate in any way with another student. This includes written, electronic, verbal or gestured forms of communication.
- Copy another student's answers or request or accept any help from another person.
- Use any material or equipment that is not expressly permitted by the assessment administration manual.
- Answer an assessment question or any part of an assessment for another student or provide assistance to another student before or while that student is taking a state assessment.
- Return to previously administered sections of the assessment after an assessment session is complete.
- Use a prohibited calculator, communication or information storage device.
- Engage in any other practice that has the intent of artificially affecting your score or the score of another student.